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#### ABSTRACT

The Connecticut State Board of Education policy known as the Common Core of Learning, c"tlines the skill, knowledge and attitudinal attainments expected of the state's secondary school graduates. This guide identifies the common core elements that can and should be reinforced through the vocational education curriculum. Information on the common core is provided for these subject areas of vocational education: business office education, consumer home economics, occupational home economics, cooperative work education/diversified occupations, health occupations, marketing education, technology education/industrial arts, trade and industrial education, and vocational education in agriculture. Course offerings are examined in each subject area. The common core elements are identified and numbered according to three headings: attributes and attitudes, skills and competencies, and understandings and applications. Each common core element is rated according to how much emphasis it should be given in the curriculum (major, moderate, or minor focus or not a focus). The guide also provides the text of the Common Core of Learning. (KC)

\*

<sup>\*</sup> Reproductions supplied by EDRS are the best that can be made

# VOCATIONAL EDUCATION AND CONNECTICUT'S COMMON CORE OF LEARNING

BUREAU OF VOCATIONAL SERVICES
DIVISION OF
VOCATIONAL, TECHNICAL AND ADULT EDUCATION
STATE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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1988

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### TABLE OF CONTENTS

Foreword	•	•
Using the Information		. i:
Business and Office Education		. 1
Consumer Home Economics	•	. 2
Occupational Home Economics	•	. 3
Cooperative Work Education	•	. 4
Health Occupations Education	•	. 5
Marketing Education	•	. 6
Technology Education	•	. 7
Trade and Industrial Education	•	. 8
Vocational Education in Agriculture	•	. 9
The Common Core	•	. 10
Program Personnel	•	. 13



#### FOREWORD

The Connecticut State Board of Education policy known as the Common Core of Learning, outlines the skill, knowledge and attitudinal attainments expected of the State's secondary school graduates. Because vocational education in the comprehesive high schools teaches the basic skills (reading, writing and computing) and the higher order skills (thinking, reasoning and problem solving), integrated with employability attributes and specific occupational skills, it is superbly swited to achieving the objectives of the Common Core.

The goal of vocational education is to help students become productive, self-sufficient and contributing members of society. Vocational eduction programs in the high schools are not concerned solely with occupationally specific training for entry-level jobs, but also with career ladder opportunities and the potential for further education. Such programs give those students who learn best in a hands-on, practical setting, a unique opportunity to master skills that they might not otherwise acquire in a more conventional classroom. For all students, however, vocational education provides a learning environment in which they may enhance their sense of self-concept and their interpersonal, reasoning, problem-solving and learning skills. These are all essential elements in Connecticut's Common Core of Learning.

In order to implement the Common Core, the Bureau of Vocational Services undertook the task of identifying the Common Core elements which can and should be reinforced through the vocational education curriculum. Subject area committees, composed of key vocational educators from school districts across the state, were charged with the task of integrating the Common Core elements into their respective curricula. Aware that no one subject can, or should be expected to address all a student's needs and that all subjects should be viewed as part of a larger educational experience, the subject area committees identified those elements of the Common Core that can be addressed appropriately through the vocational education curriculum. Together, these teams fashioned a tool which we hope Connecticut's teachers of vocational education will use to reexamine and strengthen their programs so that their students may graduate with the comprehensions, attributes and understandings they will need as citizens in the decades ahead.

We owe a debt of gratitude to the dedicated educators who served on the subject area committees, and to their school district administrators who, appreciating the importance of this undertaking, enabled them to participate.



#### USING THE INFORMATION

#### 1. Subject areas:

Business Office Education
Consumer Home Economics
Occupational Home Economics
Cooperative Work Education/Diversified Occupations
Health Occupations
Marketing Education
Technology Education/Industrial Arts
Trade and Industrial Education
Vocational Education in Agriculture

#### 2. Courses Offerings

Each committee examined five course offerings and the corresponding vocational student organization. We believe that it will be possible to extend their findings to additional course offerings in the future.

#### 3. Common Core elements:

The Common Core elements are identified and numbered under the following headings:

Attributes and Attitudes Skills and Competencies Understandings and Applications

The number assigned to each Common Core element corresponds to the number given in the full-text description on pages 10 to 12.

#### 4. Rating scale:

Each Common Core element was rated by the committee according to following scale:

the element should be given major emphasis in t	the curriculum	Α
the element should be given moderate emphasis i	in the curriculum	В
the element should be given minor emphasis in t	the curriculum	C
the element cannot be appropriately addressed b	by the curriculum	D

Note: Students electing fewer courses in a given vocational education sequence are less likely to attain the desired attributes or skills than students enrolled in more intensive programs.



ii

## Vocational Education and the Common Core of Learning BUSINESS AND OFFICE EDUCATION

Set pages   Sor the full text of each element listed in abbreviated from belos.   RATING SCALE							
RATING SCALE  A Element should be given a mojor focus  B Element should be given a minor focus  D Element not traditionally a focus  ATTRIBUTES AND ATTITUDES  D Element not traditionally a focus  ATTRIBUTES AND ATTITUDES  D Element not traditionally a focus  ATTRIBUTES AND ATTITUDES  D Element not traditionally a focus  A A A A A A A A A A A A A A A A A A A		CO	URS	SE O	FFE	RIN	GS
B Element should be given a minor focus C Element not traditionally a focus D Element not traditionally a focus D Element not traditionally a focus ATTRIBUTES AND ATTITUDES  Point's Self-Concept 1. Worth and Self-esteem 2. Personal Effectiveness 3. A.	RATING SCALE						
1. Worth and Self-esteem	B Element should be given a moderate focus	١.:			Sys.	ines	
1. Worth and Self-esteem	C Element should be given a minor focus	ğ	king	ntln	٥٠'	Bus	ĺ
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2. Personal Effectiveness   A A A A A A A   A   Motivation and Persistence   Pride of Accomplishment   A A A A B   A   A   A   A   A   A   A		드		]			_
Motivation and Persistence	2. Personal Effectiveness	lacksquare	<b>A</b>	A	Α	Α	Α
2. Desire to Succeed	Motivation and Persistence	<u> </u>	^	^	₽	^	4
3. Tasks and Ambitions							_
1. Identify Needs and Set Goals	3. Tasks and Ambitions		I				
3. Dependability	1. Identify Needs and Set Goals			l		ı	
Intellectual Curlosity	3. Dependability	A	Α	A	Α	Α	A
2. Independence of Thought	Intellectual Curiosity	A	Α	^	A	Α	$^{\wedge}$
3. Lifelong Learning   A   A   A   A   A   A   A   A   A	1. Questioning Attitude						_
1. Productive Relationships	3. Lifelong Learning	A	Α	Α	Α	Α	Α
3. Reach Group Decisions 4. Roles and Responsibilities  Sense of Community 1. Belonging to a Group 2. Quality of Life 3. Values. Standards and Traditions 4. Historical and Ethnic Heritage C. C. C. C. A. A. 4. Historical and Ethnic Heritage 1. Moral and Ethical Conduct 2. Values Affect Choices and Conflicts 3. Moral Judgments and Ethnical Decisions B. A. A. A. A. A. A. 2. Values Affect Choices and Conflicts 3. Moral Judgments and Ethnical Decisions B. A. A. A. A. A. 2. Values Affect Choices and Conflicts 3. Moral Judgments and Ethnical Decisions B. A. A. A. A. A. 3. Moral Judgments and Ethnical Decisions B. A. A. A. A. A. 3. Moral Judgments B. C. C. C. A. B. C. C. C. A. B. C. C. C. A. B. C.	1. Productive Relationships		1	1			
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A. Concepts and Generalizations   B B A A A A A A A A A A A A A A A A A	2. Conclusions from Information		Ç	A	A		Α
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8. Solutions to Problems	6. Formulate Problems	В	D	A	Α	В	Α
Learning Skills	8. Solutions to Problems	Α	C	Α	A	В	A
1. Goals and Priorities     B   B   A   B   A   A   A   A   A					4		쒸
3. Short and Long Term Projects	I. Goals and Priorities	_				_=	$\overline{}$
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	Info. Proc.	Notetaking	Accounting	roc.	ıl Bu	
UNDERSTANDINGS AND APPLICATIONS	nfo.	Vote	Acco	Jf. P	Soch	FBI.
The Arts: Creative and Performing 1. Expressing Emotions	<u>-</u>	D	D	Б	9	Ы
2. Appreciate the Arts	D	Ď	D	Ы	D	D
3. Art Forms and Style	नन	ΘР	σĐ	이더	이더	В
4. Materials and Tools 5. Language of Each Art Form	Ы	Ď	D	Ď	Ь	D
6. Aesthetic Qualities	Б	Э	Б	Б	Ы	Ы
1. Positive Attitudes Toward Work	A		A		A	A
2. Employability Skills	lacksquare	Ā	Α	A	Ā	Ā
Range of Occupations     Education and Training	<b>↑</b>	<b>A</b>	A	A	A	A
5. Personal Economics	lacksquare	Α	A	Α	A	A
6. Interpersonal Skilis	<b>A</b>	Α	A	Α	^	A
1. Common Characteristics	D	D	С	В	Α	С
2. Differences Among People	नन	σЬ	머	B	A	ВВ
3. Understanding Other Cultures	व	ď	Ď	Ď	ਰ	Ď
5. Commonalities and Differences	Ď	Þ	Ď	Ď	Ď	D.
6. Foreign Language		Θ	D	۵	D	D
1. Connecticut. U.S. and World	D	D	D	D	Α	Ç
2. U.S. History and Government 3. Economics	러더	이면	ΔВ	OΩ	A	B
4. Political and Economic System	D	Ď	D	Ď	Â	C
5. Disciplines of History	ОΘ	dБ	مام	D	A	
6. World Geography 7. Critical Thinking	D		Б	Ď	B	5
8. Pluralistic Society	D		Ď	Ď	A	Č
9. Mutual Dependence	Д	Д	D	C	A	<u> </u>
1. Human Experiences	D	D	D	Ď	D	D
2. Essential Elements 3. Literary Masterpieces	白	白白	ЭG	٥٥	9	
4. Symbolism. Allegory and Myth	Б	D	Ď	D	D	D
5. Literary Themes 6 Literary Works	이머	PР	D D	ᅆ	D B	문
7. Reading as Lifelong Pursuit	č	č	<del>V</del>	ار	В	č
Mathematics	В	D	•	С		В
Expressing Quantifiable Ideas     Problem Solving	B	P	A	5	A	В
3 Consumer and Job-related Tasks	B	Ď	Ā	Ā	Ā	Ā
4. Tools for Solving Problems	<del>D</del>	白	A	A	A	Ĉ
6 Using Numbers	В	ğ	Α	В	Α	A
7. Algebraic and Geometric Concepts	πि	여	B	D	A	В
Physical Development and Health						П
Growth and Development     Physical Fitness	Р	Р	P	D	B	뭐
3 Scientific Principals	ă	Ď	Ď	Ď	Ď	Ď
4 Social Development	DC	S G	C	СВ	C	5
5. Elements of Nutrition	Ā	A	В	A	ċ	Ā
Science and Technology		,	j	,	<u></u>	,
Basic Principles of the Science     Natural Resources	D	Ω	D	DC	D A	5
3. Solving Problems	Ď	ď	Δ	Α	D	D
4. Natural Phenomena 5 Laboratory Measuring	<del>이</del>	디디	ΘΘ	ᅀ	0	
6. Emerging Technologies	Α	В	Α	Α	Α	A
7. Potential and Limitations	B	ᆈ	C	В	В	C
	•	. '				

COURSE OFFERINGS

COMMENTS:
Laformation Processing includes both word and data curriculum.
Notesaking includes non-symbol and symbol systems as well as college-bound and

vocational goals.

Social Business includes Business Training. Business Mathematics, Law and Economics.

Implementation—As the BOE section is reviewed, you may find concepts are not included currently in your curriculum. It so, you are urged to weigh the committee recommendations and expand the concepts you teach accordingly.

# Vocational Education and the Common Core of Learning CONSUMER HOME ECONOMICS

				•	•		
See pages for the full text of each element listed in		cov	<u>P</u> ^	<u>;</u>	FER	ING	5
abbreviated form below.	٠			ı <sup>_</sup>			
RATING SCALE  A Element should be given a major focus	Child Der. & Par.	<u> </u>	۱	Textiles	ي ا	1	
B Element should be given a moderate focus	4	Nutrit	3.	3	& Int		ي
C Element should be given a minor focus D Element not traditionally a focus	å	-8	Ĕ	2	2	ļ	3
ATTRIBUTES AND ATTITUDES	3	Food	Consumer Ed.	Cloth &	Housing	FHA	Family Life
Positive Self-Concept	5	r.		Č	ı≚	ᇤ	ű.
Worth and Self-esteem     Personal Effectiveness	A	A	В	Ą	B	Ā	Ā
Personal Effectiveness     Understanding Strengths and Weaknesses	B	Ĉ	B	В	ç	A	A
Motive tion and Persistence			C	١.	Ľ	Ι.	Ĺ
1 Pride of Accomplishment 2. Desire to Succeed	BA	B	B	B	B	A	B
3. Tasks and Ambitions	Ā	Α	В	В	В	Α	B
Responsibility and Self-Reliance 1. Identify Needs and Set Goals	В	В	Α	A	В	Α.	A
2. Responsibility for Actions	Ā	Α	В	В	B	Α	Α
3. Dependability 4. Self-Control	A	B	B	ç	c	A	A
Intellectual Curiosity							
1. Questioning Attitude 2. Independence of Thought	B	B	A B	B	В	B	A
3. Lifelong Learning	Ā	Ã	B	B	č	Ĉ	В
Interpersonal Relations 1. Productive Relationships	В		C	c	c	A	A
2. Concerns and Customs of Others	B	B	В	В	В	B	Ā
3. Reach Group Decisions	B	B	B	C	B	A C	A
Sense of Community	Г			$\Box$			^
Belonging to a Group     Quality of Life	B	ВС	СВ	c	c	A	A
3 Values. Standards and Traditions	AB	6	Ĉ	6	В	A	A
4. Historical and Ethnic Heritage	В	В	C	C	В	C	В
Moral and Ethical Values  1. Moral and Ethical Conduct	В	В	A	С	c	A	A
2 Values Affect Choices and Conflicts	A	В	Α	В	B	Α	Α
3 Moral Judgments and Ethical Decisions	В	С	Α	U	C	Α	Α
SKILLS AND COMPETENCIES	1					i	
Reading  1. Main and Subordinate Ideas	Ļ		$\perp$	_	_		
2. Comparisons, Contrasts, Sequences	A B	ВС	A	B	A B	В	AB
3 Meaning-Inferential, Literal	B	C	C	D	C	D	В
4. Predictions. Questions, Conclusion 5. Critical Judgments	0	D B	C B	D	5	ВС	٤
6 Varying Reading Speed and Method	D	Б	D	D	D	В	D
7 Features of Reference Materials Writing	В	В	4	٦	В	C	В
1. Sentence Structure	В	c	В	c	В	В	Δ
Organize and Relate Ideas     Sentences and Paragraphs	Θ	D D	B	S D	В	B	B
4. Language Style and Format	D	D	<b>C</b> 1	D	ום	Α	ĎΙ
5. Conceive Ideas	B	B	BI		B	C D	BB
7. Restructuring and Rewriting		Ď		Ď	Ď	_	Ď
Speaking. Listening and Viewing 1. Oral Exchange of Ideas	A	A		В	_	A	A
2. Ask and Answer Questions	Δ	Α	Α	Α	Α	Α	A
3 Spoken Instructions 4. Distinguish Relevant from Irrelevant	AB	A B	AB	숨	숅	AB	AB
5. Comprehend Ideas	В	В	В	В	В	Α	В
6. Verbal and Nonverbal Presentations	۶	B	B	<u>C</u>	C B	B	5
Quantitative Skills		-					
1 Add, Subtract, Multiply and Divide 2. Use Measurements	밁	A	.뭐	B	AB	운	밁
3 Ratios and Proportions	D	C	D	D	В	C	D
4. Spatial Relationships	밁	D	뭐	밁	B	된	밁
6. Probability and Statistics	č	न	टी	ति	ही		쉽
7. Tables. Charts and Graphs	ç	ष्ट्रा		_	B	В	ន្តា
8, Solve Problems	Б	위	<u> </u>	٢	<u>-</u>	В	믜
1. Inductive and Deductive	В	ç	A	읹		Ą	В
2. Conclusions from Information	<del>2</del>	<del>}</del>	<del>A</del>		P D	A	쉰
4. Concepts and Generalizations	В	В	В	В	В	Α	В
5. Cause and Effect Relationships 6. Formulate Problems	쉳	쉼	싊		B	쉬	쉬
7. Information Pertinent to Problems	B	В	A	В	Α	A	В
8. Solutions to Problems 9. Creative Thinking Skills	A	B	쉬	쉬	A	AI	A
Learning Skills	$\neg$	T	7	П	$\neg$	$\neg$	٦
Goals and Priorities     Habits Conducive to Learning	쉬	A		쉬	A		쉬
3. Short and Long Term Projects	A	Α	B	Α	A	A	Α
of Information	A B	B	A B	BI	A		A B
EKIC *****	ומ	<u>u  </u>	υļ	<u>~  </u>	<u>^  </u>	<u>~1</u>	<u>"</u>

	П	ot.	RSE	OF	FER	ING	_
	Г					Γ	$\Box$ 1
LINDEDCTANDINGS AND ADDING ATIONS	Child Dev. & Par.	Food & Nutrit.	Consumer Ed.	Cloth & Textiles	Housing & Int.	V	Family Life
UNDERSTANDINGS AND APPLICATIONS	E	For	اق ا	5	Ŧ	FHA	Ē
The Arts: Creative and Performing 1. Expressing Emotions	B	Б	D	В	В	c	В
2. Appreciate the Arts	В	D	D	В	В	В	В
3. Art Forms and Style	S B	어머	D	S	A	P	Č B
4. Materials and Tools	늄	Ы	b	b	8	Б	В
6. Aesthetic Qualities	D	Ď	Ď	ā	Č	Ь	٥
Careers and Vocations	Γ.			,	ļ		$\Box$
Positive Attitudes Toward Work     Employability Skills	A	A	A	В	В	A	A
3. Range of Occupations	B	B	B	В	В	Â	Ĉ
4. Education and Training	B	В	В	В	В	Α	B
5. Personal Economics	Ċ	В	Α	ВВ	OΨ	A	A
6. Interpersonal Skills	^	4	A	В	·	<b>-</b>	A
l Common Characteristics	A	В	С	С	В	A	Δ
2. Differences Among People	B	Ň	Ž	Ŋ	Ž	B	Ð
3. Understanding Other Cultures 4. Structure of Language	<del>Q</del>	О	дd	이더	ОΘ	C	딞
5. Commonalities and Differences	Ď	Ď	Ď	Ď	D	Ď	Ď
(. Foreign Language	D	D	Ы	D	D	А	D
History and Social Sciences  1. Connecticut, U.S. and World	D	D	D	D	В	D	D
2. U.S. History and Government	ਰ	Б	č	Ы	č	б	Ы
3. Economics		C	Α	D	C	D	D
4. Political and Economic System	OP	DC	ЭΘ	ð	٦٥	D B	된
5. Disciplines of History	Б	5	Б	ᅀ	Б	D	5
7. Critical Thinking	B	Ы	B		Ď	В	B
8. Pluralistic Society	B	Ç	Ď	Ď	Þ	Å	В
9. Mutual Dependence	2	C	В	Δ	D	Ы	C
I. Human Experiences	D	D	D	D	D	D	D
2. Essential Elements		Ď	Ď		Ď		Ď
3. Literary Masterpieces		D	जन		D D		
5 Literary Themes		Б			Ď		Ы
6 Literary Works		D			D		D
7 Reading as Lifelong Pursuit	Α	D	D	D	D	В	A
1 Expressing Quantifiable Ideas	D	D	D	D	ام	c	D
2. Problem Solving		C			В		D
3 Consumer and Job-related Tasks 4 Tools for Solving Problems	입	A B			AB		2
5. Physical and Social Phenomena	Б	2			Б		띩
6 Using Numbers	D	В	<u> </u>	D	C	Α	D
7 Algebraic and Geometric Concepts 8 Statistical Concepts	ЫÇ	Ď			Ð		Ď
Physical Development and Health	<u>د</u>	D	D	니	Þ	D	<u> </u>
I Growth and Development	Α	В	D	D	c	A	A
2 Physical Fitness	<del>ار</del>	Ç		D	Ď	B	ᄗ
3. Scientific Principals	C B		D	D D	င	C B	딡
5. Elements of Nutrition	Α	Ă	C	D	Ď		Ă
6. Healthy Environment	Α	Α	В	C	A	A	Ā
Science and Technology  1. Basic Principles of the Science	D	в	Ы	ام	ьΙ	c١	D
2. Natural Resources	D	Ċ	В	<u>ट</u>	B	Č	D
3. Solving Problems	Ď	Ď	D	D	D	टा	D
4. Natural Phenomena 5. Laboratory Measuring	D		밁		D D	C B	
6. Emerging Technologies	C				B		Н
7. Potential and Limitations	Ď				D		B

Consumer Home Economics instruction is provided primarily in grades 6-12 Exploratory classes at the middle junior high include instruction in four to five areas such as child development and human relations, consumer skills, clothing care and repair, food and nutrition, and family life. At the high school level, instruction is more skill related in each area.

Grade span and scheduling differences may cause the depth of instruction and total attainment of Common Core areas to vary.

## Vocational Education and the Common Core of Learning OCCUPATIONAL HOME ECONOMICS

occi	<b>, K</b>	Α.	4 1	·	14.	Λ¥.
See pages for the full text of each element listed in abbreviated form below.	CO	UR:	SE O	FFE	RIN	GS
RATING SCALE  A Element should be given a major focus  B Element should be given a moderate focus  C Element should be given a minor focus  D Element not traditionally a focus	vke	Child Care Serv.	Homemaker/Mgt.			
ATTRIBUTES AND ATTITUDES Positive Self-Concept	Foodservice		Homem	HERO		
Worth and Self-esteem     Personal Effectiveness	AB	B	<u>^</u>	AB		
3. Understanding Strengths and Weaknesses Motivation and Persistence 1. Pride of Accomplishment	A	B	A	A	$\exists$	
Desire to Succeed     Tasks and Ambitions	B	B	Ā	Ā		
Responsibility and Self-Reliance 1. Identify Needs and Set Goals	В	Α	A	Α		_
2. Responsibility for Actions 3. Dependrality	B	A	A	$\stackrel{\wedge}{\rightarrow}$		
4. Self-Control Intellectual Curiosity	М	^	A	٨	$\exists$	
Questioning Attitude     Independence of Thought	B	A	C	B	$\exists$	
3. Lifelong Learning Laterpersonal Relations	A	4	В	Α	$\dashv$	_
Productive Relationships     Concerns and Customs of Others	A B	A	A	A B		$\equiv$
3. Reach Group Decisions 4. Roles and Responsibilities	ВС	C A	D A	B	$\exists$	
Sense of Cemmunit) 1. Belonging to a Group	c	В	В	Α		
Quality of Life     Values, Standards and Traditions	C C	Ç	В	B		╛
Historical and Ethnic Heritage     Moral and Ethical Values	C	В	В	Ç	$\dashv$	$\dashv$
Moral and Ethical Conduct     Values Affect Choices and Conflicts	B A	A		A	$\exists$	
3. Moral Judgments and Ethical Decisions	В	A	^	A	$\dashv$	ᅥ
SKILLS AND COMPETENCIES Reading						
Main and Subordinate Ideas     Comparisons. Contrasts, Sequences	A		B		#	$\exists$
3. Meaning-Inferential, Literal 4. Predictions. Questions. Conclusion	D B	B	D B	D B	#	$\exists$
5. Critical Judgments 6. Varying Reading Speed and Method	B	В	B	<u>c</u>	⇉	ᆿ
7. Features of Reference Materials	B	A	В	2	#	コ
Sentence Structure	B	В	C B	ВВ	_	_
3. Sepante and Paragraphs 4. Language Style and Format	Č B		D	췱	#	⇉
5. Conceive Ideas	흔	B	Ĉ B	ट्री	#	⇉
Gather Information     Restructuring and Rewriting     Speaking, Listening and Viewing	2	В	Ĉ	원	#	⇉
Oral Exchange of Ideas     Ask and Answer Questions	A	A	Ą	۸	4	_
3. Spoken Instructions	倉	A	A A B	AB	$\exists$	ᆿ
4. Distinguish Relevant from Irrelevant 5. Comprehend Ideas 6. Verbal and Nonverbal Presentations	흔	В	В	В	#	듸
6. Verbal and Nonverbal Presentations 7. Oral Presentations Quantitative Skills	B		B B	S	$\Rightarrow$	⇉
Add. Subtract. Multiply and Divide     Use Measurements	A		c A	D D	_ -	_
3. Ratios and Proportions	â		D	B D	#	╡
5. Estimates and Approximations 6. Probability and Statistics	B	D		<del>č</del>	#	⇉
	BB	D	<u>c  </u>	b b	#	7
Reasoning and Problem Solving 1. Inductive and Deductive	В	$\neg$	寸	۸	7	┨
2. Conclusions from Information	BB	B	В	B	#	$\exists$
4. Concepts and Generalizations	Ä	Λ	A	Ä	+	7
6. Formulate Problems	훎	В	В	Ä	#	$\exists$
8. Solutions to Problems	B	В	Ā	Ä	#	╡
Learning Skills  I. Goals and Priorities	T	7	7	Â	$\top$	٦
2. Habits Conducive to Learning	ΑŢ	A	ĀŢ		7	$\exists$
4. Sources of Information	A	A	В	A B	#	╡
EDÍC'						_

	Foodservice	Child Care Serv.	Komemaker/Mgt.	(		
UNDERSTANDINGS AND APPLICATIONS	8000	PH	come:	HERO		
The Arts: Creative and Performing 1. Expressing Emotions		В	D	D		
2. Appreciate the Arts	वि	ᅱ	Ы	ъ	$\dashv$	$\dashv$
3. Art Forms and Style	D	ום	D	D		
4. Materials and Tools 5. Language of Each Art Form	B	<u>C</u>	밁	밁	_	-
6. Aesthetic Qualities	Ы	Ы	न	ᆔ	$\dashv$	$\dashv$
Careers and Vocations		~	~	~		$\dashv$
1. Positive Attitudes Toward Work	A	A	A	Ą		ᆜ
2. Employability Skills 3. Range of Occupations		A	쉬	A	-	
4. Education and Training		슀	쉬	쉬	$\dashv$	$\dashv$
5. Personal Economics	$\Delta$	Ā	A	Ā		
6. Interpersonal Skills Cultures and Languages	Δ	Δ	A	A	$\dashv$	$\Box$
1. Common Characteristics	c	٨		В	- 1	-
2. Differences Among People	15	쥚	긺	B	$\dashv$	ᅱ
3. Understanding Other Cultures	D	Ċ	D	č		$\exists$
4. Structure of Language	D	Ď		D	$\Box$	$\sqsupset$
Commonalities and Differences     Foreign Language	밁	밁	D D	밁	-	-1
History and Social Sciences	۲	쒸	쒸	쒸	$\dashv$	$\dashv$
1. Connecticut, U.S. and World	D	D	D	D	ļ	- 1
2. U.S. History and Government	C	ट्रा	<u>c</u> T	B	$\sqsupset$	
3. Economics 4. Political and Economic System	181	읽	6	B	-	4
5. Disciplines of History	वि		Ы	윉	$\dashv$	-1
6. World Geography	c			ों	一	⊣
7. Critical Thinking	C			B	$\Box$	
8 Pluralistic Society 9. Mutual Dependence	띪	B	_	원	-	-4
Literature	鬥	+	┧	+	寸	$\dashv$
1. Human Experiences	D			D	4	┙
2. Essential Elements 3. Literary Masterpieces	밁				+	4
4. Symbolism, Allegory and Myth	ы			ਜੋ	┪	⊣
5 Literary Themes				ĎΙ	$\Box$	
6. Literary Works	B			ĎΙ	$\Box$	$\exists$
7 Reading as Lifelong Pursuit	P	В	머	D	$\dashv$	
1 Expressing Quantifiable Ideas		рΙ	В	D	-	-
2. Problem Solving				ÐΙ	$\Box$	
Consumer and Job-related Tasks     Tools for Solving Problems				읽.	-	4
5. Physical and Social Phenomena	_		-	ने	$\dashv$	$\dashv$
6. Using Numbers	A	В	c T	ĉ۲		_
7. Algebraic and Geometric Concepts				ĎΙ	$\Box$	$\Box$
8. Statistical Concepts  Physical Development and Health	В	D	D	c	$\dashv$	4
I Growth and Development	cl	A	۸.	A	-	-
2 Physical Fitness	DI.		D i	C	1	
Scientific Principals     Social Development				ĎΪ	1	$\Box$
5. Elements of Nutrition	—	_		C A	+	$\dashv$
6. Healthy Environment				B	+	$\dashv$
Science and Technology		_	$\neg$		7	7
Basic Principles of the Science     Natural Resources	В	ÇĮ.	B   1 C   1	밎	4	_
3. Solving Problems	ВС	러	5	<del>KI</del>	+	$\dashv$
4. Natural Phenomena	DI	C [ ]	bΠ	DΤ	╅	$\dashv$
5 Laboratory Measuring 6. Emerging Technologies	A	Č I	B	ΣŢ	⇉	$\exists$
7 Potential and Limitations	Ċ I	<u> </u>		-	+	4
		<u>-1-</u>	<u>- 1 1</u>	ᆚᆫ		

**COURSE OFFERINGS** 

COMMENTS:

Some of the elements identify a multitude of concepts. The ratings indicate the focus of one or more of the concepts in the elements and are based only upon the components of the elements which are listed. The task force expressed concern that an opportunity be provided for each element to be expanded to reflect additional groups of skills, knowledge: and attitudes.

NOTE Homemaker-Home Management program should be taken in combination with the Health Occupations program in order for students to be eligible to receive the certificate required for entry level positions with homemaker home health care agencies.

## Vocational Education and the Common Core of Learning COOPERATIVE WORK EDUCATION

200		e i		. 1		ندا
See pages for the full text of each element listed in abbreviated form below.	cc	UR:	SE O	FFE	RIN	GS
RATING SCALE  A Element should be given a major focus  B Element should be given a majorate focus  C Element should be given a minor focus  D Element not traditionally a focus	Career Planning	for Emp.	Work Experience	Human Relations	Communications	
ATTRIBUTES AND ATTITUDES	areer 1	Prep. fo	ork E	uman	ommo	VICA
Positive Self-Concept 1. Worth and Self-esteem	$\overline{\mathbf{A}}$	A	A	Α	Α	A
Personal Effectiveness     Understanding Strengths and Weaknesses	<u>^</u>	A	A	A	<b>A A</b>	A
Motivation and Persistence 1. Pride of Accomplishment 2. Desire to Succeed	A	<b>A</b>	A	A	A	A
3. Tasks and Ambitions Responsibility and Self-Reliance	<u>^</u>	•	A	A	<b>▼</b>	A
I. Identify Needs and Set Goals     Responsibility for Actions     Dependability	A	AAA	A A	A	A	AA
4. Self-Control	Â	Â	Â	Â	Â	Â
Questioning Attitude     Independence of Thought	A	A A	A	A	A	A
3. Lifelong Learning Interpersonal Relations 1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others 3. Reach Group Decisions	A A	<u>င်</u>	A A	A	A	Â
4. Roles and Responsibilities	Ā	A	Ā	A	A	A
Belonging to a Group     Quality of Life	A	C A	A	A	A	A A)
Xalues, Standards and Traditions     Historical and Ethnic Heritage     Moral and Ethical Values	A B	A C	A C	A	A	A
Moral and Ethical Conduct     Values Affect Choices and Conflicts	A	A	A	A	A	A
3. Moral Judgments and Ethical Decisions	A	Α	A	A	A	A
SKILLS AND COMPETENCIES						
Reading 1. Main and Subordinate Ideas	Α	Α	Α	Α	Α	A
Comparisons. Contrasts, Sequences     Meaning-Inferential, Literal	ĉ	B	A	D D	A	D
4. Predictions, Questions, Conclusion 5. Critical Judgments 6. Varying Reading Speed and Method	A A	AAA	AAA	A D	A C	A A D
7. Features of Reference Materials	À	Ĉ	Â	Ď	Č	Ď
Sentence Structure     Organize and Relate Ideas	D D	A	운	D D	A A	뭔
3. Sentences and Paragraphs 4. Language Style and Format 5. Congive Ideas	<u>Б</u>		_	D C D	A	_
6. Gather Information 7. Restructuring and Rewriting	2 C	DA	A	D	Â	B
Speaking, Listening and Viewing I. Oral Exchange of Ideas	С	A	Ā	A	A	Ā
Ask and Answer Questions     Spoken Instructions	ç	A	A	A A	A A	A
4. Distinguish Relevant from Irrelevant 5. Comprehend Ideas 6. Verbal and Nonverbal Presentations	A A	AAA	A	AAA	A	
7. Oral Presentations	2	Â	Â	Â	Â	Â
Add, Subtract, Multiply and Divide     Use Measurements	티	티		밁	D D	티
3. Ratios and Proportions 4. Spatial Relationships	<u>Б</u>	D C	S	D D	D	
	<del>D</del> C	힑	2	B	D	B
8. Solve Problems	D	Ď	Ċ	D	Þ	Ď
Inductive and Deductive     Conclusions from Information	슀	A	A	À	A	쇠
3. Predictions and Hypotheses 4. Concepts and Generalizations 5. Cause and Effect Relationships	C A A	A A	A	$\frac{2}{\lambda}$		<u>^</u>
6. Formulate Problems 7. Information Pertinent to Problems	Ŝ	쉬	쉬	쉬	쉬	Â
8. Solutions to Problems	Ä	Â	Ä	Ä	Â	Ā
Learning Skills 1. Goals and Priorities	۸	Ą	Ą	A	Ā	Ā
2. Habits Conducive to Learning 3. Short and Long Term Projects ces of Information	<del>^</del>	<del>^</del>	<u>^</u>	싔	쉬	
ERIC Taking	Â	Ä	Ä	Ä	Â	Ä
Full Text Provided by ERIC						

	Career Planning	for Emp.	Experience	Refations	ications	
	E.	ق	Ex	H H	Communi	ا۔ا
UNDERSTANDINGS AND APPLICATIONS	Į	Prep.	Work	Human	Ë	VICA
The Arts: Creative and Performing			1			
1. Expressing Emotions		Δ	OΘ	дΘ	dО	日
2. Appreciate the Arts 3. Art Forms and Style	Б	Б	Б	Б	Б	띩
4. Materials and Tools	d	D	d	Р	Ь	D
5. Language of Each Art Form		oБ	αР	여더	dО	
C. Aesthetic Qualities	۳	"	-	ע	ע	쒸
1. Positive Attitudes Toward Work	A	A	Ą	A	A	À
Employability Skills     Range of Occupations	<u>^</u>	A	<b>^</b>	<b>*</b>	A	A
4. Education and Training	Α	Α	À	Ä	Α	Ā
5. Personal Economics	Ā	Ą	Þ	ì	Ą	Ā
6. Interpersonal Skills Cultures and Languages	A	A	Ā	A	A	A
1. Common Characteristics	Α	Α	Α	Α	A	Δ
2. Differences Among People	A	<b>^</b>	Ą	<b>Y</b>	Ą	Ą
3. Understanding Other Cultures 4. Structure of Language	8	A	$\frac{4}{6}$	â	A	싊
5. Commonalities and Differences	Ď	Ď	Ď	Ď	Ď	Ď
6. Foreign Language	D	D	Д	Б	Д	D
History and Social Sciences 1. Connecticut, U.S. and World	c	Ы	c	р	D	D
2. U.S. History and Government	व	Ď	Č	ы	Ď	Ď
3. Economics	$\overline{\Delta}$	$\mathbf{c}$	Ç	D	D	D
4. Political and Economic System 5. Disciplines of History	B	D	D	D D	B	밁
6. World Geography	Ы	Ы	Б	Ы	Б	허
7. Critical Thinking	Ā	Ď	D	C	દ	D
8. Pluralistic Society		밁		D		Ď
9. Mutual Dependence	C	Ð	ט	D	D	D
1. Human Experiences	D	D	D	D	D	D
2. Essential Elements	8	Ð	D	Ð		D
Literary Masterpieces     Symbolism, Allegory and Myth	K	밁	D		D	밁
5. Literary Themes	Ы	D	D	D	D	Ď
6 Literary Works	D		Ď	D	D	D
7. Reading as Lifelong Pursuit	回	D	D	D	D	D
Expressing Quantifiable Ideas	D	D	С	D	D	D
2. Problem Solving	문	P	Ą	Ď	D	Ð.
3. Consumer and Job-related Tasks	占	허	A	밁	D	뭐
5. Physical and Social Phenomena	D	D		D		Ď
6. Using Numbers	回	밁	쉰	Ď	Ď	Ď
7. Algebraic and Geometric Concepts	뭐	崩	쉽	밁	밁	B
Physical Development and Health	П	T	Ť	ì	$\neg$	~
1. Growth and Development	Ç	Ç	힞	Ç	밎	팄
2. Physical Fitness	問	B	밁	B		밁
4. Social Development	ă	Ď	Ď	C	D	Ď
5. Elements of Nutrition	A	Ą	Ą	Ā	घ	囙
6. Healthy Environment	4	4	A	A	Þ	읙
1. Basic Principles of the Science	D	D	c	D	D	c
2. Natural Resources	Ç	Ð		Ď	D	<u>Ç</u>
3. Solving Problems	B	밁		D D	밁	뒨
5. Laboratory Measuring	व	D		Ы	<sub>वि</sub>	7
6. Emerging Technologies	Ā	ट्रा	ट्रा	D	D	$\Box$
7. Potential and Limitations	AI	DΙ	<u>C I</u>	DΙ	$\mathbf{p}_1$	<u>C 1</u>

COURSE OFFERINGS

COMMENTS:
Many of these concepts and activities are part of the on-the-job learning experience, an extension of the classroom. Cooperating employees are responsible for their inculcation using state-approved training plans and state CWE DO guidelines.

# Vocational Education and the Common Core of Learning HEALTH OCCUPATIONAL EDUCATION

. HEALI	<b>I</b>	. (	八		·U	ľ
See pages for the full text of each element listed in	C	OUR	SE (	OFFI	ERIN	GS
abbreviated form below. RATING SCALE		Π	Π	Ī	Γ	
A Element should be given a major focus	j	E	١_	<del>ا</del>	l	
B Element should be given a moderate focus C Element should be given a minor focus	Ħ	Amelstan	E	Ž		
D Element not traditionally a focus	Intro. to H. Car.	1 ×	Alifed Health	Med. Lab Asst		
ATTRIBUTES AND ATTITUDES Foolitive Self-Concept	Ę	Nerse	¥	Z	VICA	
I. Worth and Self-esteem	À	Ā	Ā	A	Α	
Personal Effectiveness     Understanding Strengths and Weaknesses	AB	<u> </u>		A	<b>A</b>	-
Motivation and Persistence 1. Pride of Accomplishment	В	A	A	<b>A</b>	A	
2. Desire to Succeed 3. Tasks and Ambitions	A	A	A	Á	A	
Responsibility and Self-Reliance		i	Ī			_
I. Identify Needs and Sct Goals	A	<u> </u>	<del>\</del>	A	A	
3. Dependability	B	A		Á	A	F
Entellectual Curiosity !. Questioning Attitude		A	Ī	П	A	
2. Independence of Thought	A	A	<del></del>	A	A	
3. Lifelong Learning Interpersonal Relations	_	1	1	14	Α	$\vdash$
Productive Relationships     Concerns and Customs of Others	A	A	A	A	A	_
3. Reach Group Decisions	A	Α	A	Α	Ā	
4. Roles and Responsibilities	Α	^	A	Α	A	_
Belonging to a Group     Quality of Life	A	A	A	A	A	
Values. Standards and Traditions     Historical and Ethnic Hentage	A	A	٨	Α	Α	
Moral and Ethical Values	Α		Α			
Moral and Ethical Conduct     Values Affect Choices and Conflicts	A	A		A	A	
3. Moral Judgments and Ethical Decisions	A	A		Α	A	_
SKILLS AND COMPETENCIES						
Reading 1. Main and Subordinate Ideas	_	_		A	В	
2. Companisons, Contrasts, Sequences	A	A	<b>^</b>	Α	В	
3. Meaning-Inferential. Literal 4. Predictions. Questions. Conclusion	C	٨	A	В	B	
5. Critical Judgments	Č	5	Ç	B		_
7. Features of Reference Materials	Ċ	Ċ	Č	Ď	Ď	_
1. Sentence Structure	В	В	В	В	Α	
2. Organize and Relate Ideas 3. Sentences and Paragraphs	A B	B	A B	A B	A	_
4. Language Style and Format 5. Conceive Ideas	<del>ک</del>	Ą	A	Ą	A	
6. Gather Information	В	В	В	В	В	_
Speaking, Listening and Viewing	٥	C	С	С	4	_
Oral Exchange of Ideas     Ask and Answer Questions	A	A	A	A	쉬	-
3. Spoken Instructions 4. Distinguish Relevant from Irrelevant	Ā	A	A	A	A	
5. Comprehend Ideas	В	В	В	В	В	
7. Oral Presentations	₹	A	Â	A	$\frac{1}{2}$	
Quantitative Skills 1. Add. Subtract. Multiply and Divide	B į	В	В		В	
	읽	임	ç	Å		
4. Spatial Relationships	D B	D	D	Ď	D	_
6. Probability and Statistics	D	B	B D	D	D B	
	В	B	В			_
Reasoning and Problem Solving	В	В	В	В	В	
2. Conclusions from Information	Ā	$\overline{\Lambda}$	Ā	Ā	Δ	
4. Concepts and Generalizations	윘	C A		$\frac{1}{\lambda}$	Α	
6. Formulate Problems		A	A	A	쉬	_
7. Information Pertinent to Problems	Δĵ	Δ	$\overline{\Lambda}$	Â	A	
9. Creative Thinking Skills	쉷	쇠	쉸		쉷	
Learning Skills I. Goals and Priorities	<u> </u>	۸	A	A	Δ	_ ]
2. Habits Conducive to Learning	À	A	Δ		A	٦
4. Sources of Information	A	Â	Α	A	Δ	$\equiv$
CONTRACTOR	<u> </u>	$\sim$	A	Αļ	<u> </u>	

	CO	l'R	SE O	FFE	RIN	GS
						$\dashv$
	Intro. to H. Car.	Assistant	Allied Health	Lab Asst.		
UNDERSTANDINGS AND APPLICATIONS	tro.	Nurse,	lied	Med.	VICA	
The Arts: Crentive and Performing	=	ž	Y	X	7	
I. Expressing Emotions	回	현	Þ٦	ď	Ď	$\Box$
2. Appreciate the Arts 3. Art Forms and Style	B	σĐ	ᅀ	नन	9	$\dashv$
4. Materials and Tools	回		Ħ	ğ	Þ	コ
5. Language of Each Art Form 6. Aesthetic Qualities	데	日	어	नन	日	$\dashv$
Careers and Vocations	П					╗
Positive Attitudes Toward Work     Employability Skills	$\wedge$	A	<u>^</u>	A	A	$\dashv$
3. Range of Occupations	7	Â	Â	Â	Â	$\dashv$
4. Education and Training		Ą	Š	Ą	Α	$\dashv$
5. Personal Economics 6. Interpersonal Skills	B	H	B	B	A	$\dashv$
Cultures and Languages	П					ヿ゙
Common Characteristics     Differences Among People	$ \lambda $	A	A	싔	A	ᅴ
3. Understanding Other Cultures	M	D	D	D	D	ゴ
4. Structure of Language 5. Commonalities and Differences	문	휜	된	D	P	二
6. Foreign Language	नि	घ	Ы	ठ	ने	ᅥ
History and Social Sciences						┪
1. Connecticut, U.S. and World	B	밁	B	밁	쉬	ᅴ
3. Economics	D	D	Ď	D	C	ゴ
4. Political and Economic System 5. Disciplines of History	B	밁	B	D	B	$\exists$
6. World Geography	Ы	ы	Ы	न	립	ᅱ
7 Critical Thinking	A	A	A	A	A	コ
8. Pluralistic Society 9. Mutual Dependence	日	B	밁	밁	BI	ᅱ
Literature	П	$\neg$	$\neg$		一	ヿ
1. Human Experiences 2. Essential Elements	밁	밁	빎	밁	밁	
3. Literary Masterpieces	D	D	D	D	Ď	╛
4. Symbolism. Allegory and Myth 5. Literary Themes	밁		<u>N</u>	밁	흱	4
6. Literary Works	<u>                                      </u>	أذ		ठी	<del>हिं</del>	⊣
7. Reading as Lifelong Pursuit	ত্র	D	Ď	D	A	$\Box$
1. Expressing Quantifiable Ideas	D	D	D	В	D	
2 Problem Solving	Þ	D	D	В	D	コ
3 Consumer and Job-related Tasks 4. Tools for Solving Problems	片	B	B	A	B	$\dashv$
5 Physical and Social Phenomena	D	D	D	В	D	コ
6. Using Numbers	B	BI	뷝			
8. Statistical Concepts	Ы		D		घ	_
Physical Development and Health 1. Growth and Development			A	В	$\Box$	╗
2 Physical Fitness	A	쥚		Ď	쉬	-
3. Scientific Principals	A	Ā	A	В	Ą	$\exists$
4. Social Development 5 Elements of Nutrition		A	A	D A	A	
6. Healthy Environment	Ā	Ä	Ā	Ď	Ā	コ
Science and Technology  1. Basic Principles of the Science			٨		D	
2. Natural Resources	В	A	A	A	A	$\exists$
3. Solving Problems 4. Natural Phenomena	B	DI	D	B		$\exists$
5 Laboratory Measuring	A	쉬	A	쉬		$\dashv$
6 Emerging Technologies	Α	A	Α	A	Α	コ
7. Potential and Limitations	Α	A	ΑÌ	В	A	_



# Vocational Education and the Common Core of Learning MARKETING EDUCATION

	IVI	A	K.	N.	L J	HI
See pages for the full text of each element listed in	CO	UR:	SE O	FFE	RIN	GS
abbreviated form below. RATING SCALE			ان.	Ā		
A Element should be given a major focus  B Element should be given a moderate focus	널		Res. Found.	. Found.	3	
C Element should be given a minor focus	Func. of Mark	Foend.	3.	& Bus.	Wk.	
	٠ نو	Fo	n. R	r. &	7. v	성
ATTRIBUTES AND ATTITUDES Positive Self-Concept	E	Eco.	Ham.	Mar.	Coop. 1	DECA
Worth and Self-esteem     Personal Effectiveness	A	Á	Ā	Ā	<b>^</b>	Ą
3. Understanding Strengths and Weaknesses	Â	Â	Â	Â	Â	孟
Motivation and Persistence I. Pride of Accomplishment	Δ	A	A	A	A	٨
2. Desire to Succeed 3. Tasks and Ambitions	<u>A</u>	<b>A</b>	A	<b>A</b>	< <	A
Responsibility and Self-Reliance 1. Identify Needs and Set Goals	lacksquare		A	A	A	A
Responsibility for Actions     Dependability	A	A	Λ	Α	4	$\overline{\Lambda}$
4. Self-Control	A	A	A	$\stackrel{\wedge}{\longrightarrow}$	Â	$\frac{4}{\Delta}$
Intellectual Curiosity I. Questioning Attitude	A	_	٨	A	A	
2. Independence of Thought  3. Lifelong Learning	A	A	À	A	A	A
Interpersonal Relations	П					$\neg$
Productive Relationships     Concerns and Customs of Others	A	A	$\frac{2}{\lambda}$	A	A	A
3. Reach Group Decisions	A	A	A	A	$\frac{4}{4}$	A
Sense of Community  1. Belonging to a Group	A	A	۸	A	A	A
Quality of Life     Standards and Traditions	A	Α	Α	Α	Α	Α
4. Historical and Ethnic Heritage	A	A	A	A	A	A A
Moral and Ethical Values  1. Moral and Ethical Conduct	A		ا۸	٨		<u> </u>
Values Affect Choices and Conflicts     Moral Judgments and Ethical Decisions	A	A	쉬	Ą	A	A
and Edition Sections				Ï		Ä
			١			- 1
SKILLS AND COMPETENCIES Reading			ı			
I. Main and Subordinate Ideas	À	â	B	B	₿	В
Comparisons, Contrasts, Sequences     Meaning-Inferential, Literal	В	В	B	B	뷥	B
4. Predictions, Questions, Conclusion 5. Critical Judgments	â	B	AB	B	B	B
6. Varying Reading Speed and Method	B	B	B	B	뒨	B
Writing	П	Ā	Ā		$\neg$	_
Sentence Structure     Organize and Relate Ideas	3	В	В	B	B	A
3. Sentences and Paragraphs 4. Language Style and Format	ВВ	B	В	B	B	A
5. Conceive Ideas 6. Gather Information	В	B	B	B	BI	쥐
7. Restructuring and Rewriting	B	B	B	B	B	Ä
I. Oral Exchange of Ideas	A	۸	A	Α	۸	Δ
2. Ask and Answer Questions 3. Spoken Instructions	A	슀	쉬	슀	<b>A</b>	쉬
4. Distinguish Relevant from Irrelevant 5. Comprehend Ideas	B	BI	A	B	슀	<del>A</del>
6. Verbal and Nonverbal Presentations 7. Oral Presentations	B	B	B	B	B	B
Quantitative Skills			T		┑	7
Add, Subtract. Multiply and Divide     Use Measurements	AB	쉶	AB	<del>B</del>		A B
3. Ratios and Proportions 4. Spatial Relationships	ВВ	뷘	B	B	문	B
5. Estimates and Approximation. 6. Probability and Statistics	B B	B	B	B B	B	BB
7. Tables, Charts and Graphs		F B	B	В	В	В
8. Solve Problems Ressource and Problem Solving			Ť	B	B	B
I. Inductive and Desective 2. Conclusions from Information	B			B B	В	A A
3. Predictions and Hypotheses 4. Concepts and Generalizations	B	핅	B	B B		别
5. Cause and Effect Relationships	B	В	ğ T	BB	В	В
6. Formulate Problems 7. Information Pertinent to Problems	В	B	B	В	В	<u>A</u>
8, Solutions to Problems 9, Creative Thinking Skills	B		B	B B		B.
Learning Skills  1. Goals and Priorities	٨	۸	$\neg$	Ā	TÎ	_
2. Habits Conducive to Learning	B	В	В	AB	В	
3. Short and Long Term Projects 4. Sources of Information	A	A	A	۸	В	Ā
iking	<u> </u>	<u>4</u>	A I	ΑÌ	B	В

	CO	URS	10	FFE	RIN	GS }
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	ا ير ا		Res. Found.	Bus. Found		
	Func. of Mark.	÷	£	ж.	. F.d.	
	\Z	Eco. Found.	ا ع	Bu	Wk.	
HANDEDCT AND MICE AND ADDITIONS	3	Ĕ.	۳.	۲. گ	oob.	5
UNDERSTANDINGS AND APPLICATIONS The Arts: Creative and Performing	ᇤ	2	Hum.	Mar.	9	330
I. Expressing Emotions	c	D	В	В	В	В
2. Appreciate the Arts	B	B	B	'n	Ŧ	Ê
3. Art Forms and Style	ВВ	В	B	റയ	<b>w w</b>	B
5. Language of Each Art Form	D	D	D	Ū	D	D
6. Aesthetic Qualities	D	D	D	D	Ē	D
1. Positive Attitudes Toward Work		A	A	A	A	Α
2. Employability Skilis	A	<del>^</del>	<u> </u>	Ý	A	A
3. Range of Occupations 4. Education and Training	$\frac{1}{\lambda}$	싔	싔	Â	Â	굮
5. Personal Economics		Δ	Δ	Δ	A	A
6. Interpersonal Skillr Cultures and Languages	<b> </b>	4	4	A	<b>A</b>	A
1. Common Characteristics	В	В	۸	В	В	В
Differences Among People     Understanding Other Cultures	B	B	B	В	В	ВВ
4. Structure of Language	B	B	В	В	В	В
5. Commonalities and Differences	回	D	Ď	Ď	Ď	Ď
6. Foreign Language History and Social Sciences	P	D	D	D	D	D
I. Connecticut, U.S. and World	В	Α	В	В	ç	В
2. U.S. History and Government 3. Economics	A	쉬	A	싔	B	쉬
4. Political and Economic System	Â	A	Â	À	B	Â
5. Disciplines of History	Ą	싦	B.	A	В	Ā
6. World Geography 7. Critical Thinking	B	B	В	CB	문	C B
8. Pluralistic Society	B	В	В	B	B	B
9. Mutual Dependence		4	В	В	В	₿
1. Human Experiences	В	В	В	ر	<u>c</u>	В
2. Essential Elements 3. Literary Masterpieces	밁	밁	밁	D		밁
4. Symbolism, Allegory and Myth	Б	घ	D	Б		ď
5. Literary Themes	B		Ď	D	D	囙
6 Literary Works 7. Reading as Lifelong Pursuit	뭐	爿	爿	뭐	D B	뭐
Mathematics	П	T	7	$\neg$	ヿ	ヿ
Expressing Quantifiable Ideas     Problem Solving	B	B	B	붠	믦	뮑
3 Consumer and Job-related Tasks	A	A	A	Ŀ	A	Ā
4. Tools for Solving Problems	A	싊	A	â	A	â
6 Using Numbers	Ã	최	Â	Ă	Ä	Ă
7 Algebraic and Geometric Concepts	Þ	D	Ď	Ď	밁	Ď
8 Statistical Concepts	<u> </u>	4	쉬	싁	-	싁
1 Growth and Development	D	卪	뭐	민	В	В
2 Physical Fitness	밁		밁		밁	밁
4. Social Development	C	D	<u> </u>	<u> </u>	В	В
5 Elements of Nutrition	B	B	B	В		B
Science and Technology	$\Box$	T	$\neg$	$\neg$	T	ヿ
1. Basic Principles of the Science	D		힜			<u>ي</u>
2. Natural Resources 3. Solving Problems	튑		BI	崩	B	
4. Natural Phenomena		Di	DI	D	D	ם
5 Laboratory Measuring 6 Emerging Technologies		밁		밁	D I	
7. Potential and Limitations		B		č	_	Ö
						_

## Vocational Education and the Common Core of Learning TECHNOLOGY EDUCATION

3	L	C	H.	N	U	LU
See pages for the full text of each element listed in	CO	UR:	SE O	FFE	RIN	ÇŞ ]
abbreviated form below.						
RATING SCALE  A Element should be given a major focus		Š		Ĕ	٤	ģ
B Element should be given a moderate focus C Element should be given a minor focus	ê	a P	ş	in the	orte	× ×
D Element not traditionally a focus	Exploratory	Communication	Construction	Macrefacturing	Trensportation	AIASA Assoc
ATTRIBUTES AND ATTITUDES Positive Self-Concept	Ex	3	ర్	ž	F	7
Worth and Self-esteem     Personal Effectiveness	AB	<u>A</u>	<u>^</u>	<u>^</u>	<b>→</b>	Á
3. Understanding Strengths and Weaknesses	B	Â	Ä	Â	Ä	À
Motivation and Persistence 1. Pride of Accomplishment	٨	٨	Α	А	Δ	_
2. Desire to Succeed 3. Tasks and Ambitions	AB		4	<u></u>	Α	Ā
Responsibility and Self-Reliance		^	^	^	^	4
1. Identify Needs and Set Goals	B	<b>^</b>	<u>^</u>	<u>^</u>	<b>^</b>	<del>^</del>
3. Dependability	lacksquare	^	_	4	4	Λ
4. Self-Control	M	^		^	^	$\dashv$
1. Questioning Attitude	AB	^	<u>^</u>	A	÷	싔
3. Lifelong Learning	Ă	۸	Α	Â	٨	$\tilde{\Delta}$
Interpers: and Relations 1. Productive Relationships	٨	٨	٨	٨	٨	٨
2. Concerns and Customs of Others 3. Reach Group Decisions	Â	A	A	A	A B	<b>A</b>
4. Roles and Responsibilities	Å	В	В	В	В	₹
Sense of Community  1. Belonging to a Group		A	A	٨	٨	A
2. Quality of Life	Δ	Α	A	<b>&gt;</b>	Δ	Δ
3. Values. Standards and Traditions	A B	A	B	A B	A B	B
Moral and Ethical Values  1. Moral and Ethical Conduct	٨	٨	٨	Α	Α	٨
2. Values Affect Choices and Conflicts	В	Λ	Δ	Α	Α	A
3. Moral Judgments and Ethical Decisions	4	4	4	4	4	4
SKILLS AND COMPETENCIES				ļ		
Reading						Ц
1 Main and Subordinate Ideas 2. Comparisons. Contrasts. Sequences	6	٠	<u>^</u>	À	A	쉬
3. Meaning-Inferential. Literal 4. Predictions. Questions. Conclusion	D		븻		D A	具
Critical Judgments     Warning Reading Speed and Method	Ā	$\overline{\Delta}$	Á	$\Delta$	Δ	$\Delta$
7. Features of Reference Materials	Ā	☆	Â	<u> </u>	숤	쉸
Writing I. Sentence Structure	٨	٨	٨	٨	٨	<u>,                                    </u>
2 Organize and Relate Ideas	B C	Å	AB	Á	A	
4, Language Style and Format	Č B	В	В	В	B	E
5 Conceive Ideas	A	A	B	B	7	$\overline{\Lambda}$
7. Restructuring and Rewriting	В	4	^	Α	4	4
Oral Exchange of Ideas     Ask and Answer Questions	싓	싔	A	싔	싔	싔
3. Spoken Instructions	Λ	Λ	Δ	Δ	A	Δ
4. Distinguish Relevant from Irrelevant 5. Comprehend Ideas	В	B	AB	â	â	쉸
6. Verbal and Nonverbal Presentations	¥ A	À	À	Á	슷	À
Quantitative Skills I. Add. Subtract. Multiply and Divide	۸	^	^	٨	A	┪
2. Use Measurements	Α	Δ	Δ	Δ	4	亙
3. Ratios and Proportions 4. Spatial Relationships	B	쉸	쉸	£	<u>^</u>	쉸
5. Estimates and Approximations 6. Probability and Statistics	AB	A	A	<u>^</u>	즸	â
7. Tables, Charts and Graphs	Ā	Ą		Á	싓	$\overline{\Delta}$
8. Solve Problems Reasoning and Problem Solving	1			$\neg$		$\neg$
1. Inductive and Deductive 2. Conclusions from Information	B	$\stackrel{\wedge}{\Rightarrow}$	≾	슀	쉸	
3. Predictions and Hypotheses	B	A	A	싔	$\frac{2}{\lambda}$	
5. Cause and Effect Relationships	Á	À	À	Ä	A	ച
6. Formulate Problems	Δ	Λ	Δ	Δ		$\overline{\Delta}$
8. Solutions to Problems	â	$\frac{1}{\lambda}$	$\stackrel{\wedge}{\sim}$	A	싦	$\frac{4}{3}$
Learning Skills 1. Goals and Priorities	۸	_	۸	۸	$\neg$	^
2. Habits Conducive to <sup>3</sup> garning	Δ	Δ	Δ	Δ	Δ	$\Delta$
3. Short and Long Term Projects	$\stackrel{\wedge}{\rightarrow}$	쉸	쉸	쉾	Δ	
& king	٨	٨	A	٨	٨	Δ

	5	Communication	FO.	Manufacturing	Transportation	AIASA Assoc.
	Exploratory	u a	Construction	Blace	spor	Y V
UNDERSTANDINGS AND APPLICATIONS	ă.	O.	ORS	4sn	Lan	Ι¥
The Arts: Creative and Performing  1. Expressing Emotions	В	B	В	2	ר	₹ B
2. Appreciate the Arts	Ď	В	Ď	Ď	Ď	В
3. Art Forms and Style	В	Ų	Ç	Ç	Ŋ	B
4. Materials and Tools  5. Language of Each Art Form	σ	В	OΕ	OШ	BЫ	어
6. Aesthetic Qualities	D	Č	Ŋ	Ď	व	Ď
Careers and Vocations 1. Positive Attitudes Toward Work	٨	A	٨		٨	
2. Employability Skills	Ä	*	Â	Â	Â	Ä
3. Range of Occupations	Δ	Ā	<b>A</b>	Ā	Λ	Ā
4. Education and Training 5. Personal Economics	$\frac{4}{3}$	<u>^</u>	÷	÷	A	<b>^</b>
6. Interpersonal Skills	4	Δ	Λ	Λ	Ā	<u> </u>
Cultures and Languages 1. Common Characteristics	D	D	D	D	D	D
2. Difterences Among People	Б	Ď	Ď	b		
3. Understanding Other Cultures	Ð	D	Ð	D	Ð	Ы
4. Structure of Language 5. Commonalities and Differences		밁	밁	밁	日	용
6. Foreign Language	Ď	Ď	Ď	ă	ă	Ď
History and Social Sciences	С	3	B	,	9	В
1 Connecticut, U.S. and World 2. U.S. History and Government	Ы	B	B	B D	B	붔
3. Economics	C	В	В	В	В	A
4 Political and Economic System 5 Disciplines of History	밁	日	밁	뮝	밁	밁
6 World Geography	5	В	B	B	B	B
7 Critical Thinking	B	ב	Ç	2	ट	В
8 Pluralistic Society	D B	밁	밁	밁	밁	밁
Literature	٦	٦	~	٦	~	٦
1 Human Experiences	밎	P	뭐	뭐	뭐	Ď.
2 Essential Elements 3. Literary Masterpieces	밁	밁	밁	밁	밁	밁
4. Symbolism, Allegory and Myth	דם	D	D	D	D	D
5 Literary Themes 6 Literary Works	밁	밁	밁	밁	밁	밁
7. Reading as Lifelong Pursuit	č	B	B	B	B	Ħ
Mathematics		$\overline{}$	$\overline{\cdot}$	╗		ا ـً
Expressing Quantifiable Ideas     Problem Solving	B	A	쉬	爿	쉮	밁
3 Consumer and Job-related Tasks	3	Δ	Δ	Δ	$\overline{\Delta}$	Δ
4. Tools for Solving Problems	2	싊	쉶	â	3	싊
6. Using Numbers	B	A	취	취	긺	崩
7. Algebraic and Geometric Concepts	В	Λ	A	Ā	즤	B
8 Statistical Concepts Physical Development and Health	읙	^	싀	4	4	B
I Growth and Development	D	D	D	g	D	D
2 Physical Fitness	D B	밁	D B	B	밁	밁
4. Social Development	ही	ᇷ	히	히	하	
5 Elements of Nutrition	Δ		Ā	Ą	Λ	囨
6. Healthy Environment	4	4	4	싀	۸,	싁
1 Basic Principles of the Science	В	٨	٨	٨	<u> </u>	╝
2 Natural Resources 3 Solving Problems	AB		Ą		Ā	
4. Natural Phenomena	崩	쉬		쉬	$\frac{2}{\lambda}$	쉶
5 Laboratory Measuring	A	Δ	A	A	7	$\overline{\Delta}$
6 Emerging Technologies	싊	싔		쉬	쉬	
		المنت		- 1		ن

COURSE OFFERINGS

## Vocational Education and the Common Core of Learning TRADE AND INDUSTRIAL EDUCATION

		i i i i i i	SE 0	PFF	D28	Cc
See pages for the full text of each element listed in abbreviated form below.	2.0	JOK.	SE O	rre	MIN	5
RATING SCALE  A Element should be given a major focus		ا ِ ا	Metab Machiving			
B Element should be given a moderate focus C Element should be given a minor focus	dves	ction	Mach	Ş		
D Element not traditionally a focus	Automotives	Construction	tats }	Electronics	Graphics	Κ.
ATTRIBUTES AND ATTITUDES Positive Self-Concept	Α¤	Co	Me	꿆	5	VICA
Worth and Self-esteem     Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses Motivation and Persistence	Â	Â	Â	Ā	Ā	Â
1. Pride of Accomplishment	Ą	Ā	Ą	A	Ą	A
2. Desire to Succeed 3. Tasks and Ambitions	A	A	A	A	A	A A
Responsibility and Self-Reliance 1. Identify Needs and Set Goals	В	В	В	В	В	A
Responsibility for Actions     Dependability	A	A	<b>A A</b>	A	A	A 7.
4. Self-Control	A	Α	A	Α	Α	Α
I. Questioning Attitude	A	A	A	A	A	A
3. Lifelong Learning	Ā	Λ	A	Ā	Ā	A
1. Productive Relationships	A	A	A	A	A	A
2. Concerns and Customs of Others 3. Reach Group Decisions	A	A		A	A	A A
4. Roles and Responsibilities	В	В		В	В	Α
Belonging to a Group     Quality of Life	A B	B	A	B	B	A
Quality of Life     A Values, Standards and Traditions     Historical and Ethnic Heritage	B	B	B	B	B	A
Moral and Ethical Values  1. Moral and Ethical Conduct	A	A	Α	A	A	A
Values Affect Choices and Conflicts     Moral Judgments and Ethical Decisions	A	A	Α	A	A	A
5. Moral sudgments and Linical Decisions	Ĥ	Ĥ		_	1	î
SKILLS AND COMPETENCIES						
Reading						
Main and Subordinate Ideas	B	В	B	B	B	A
Meaning-Inferential. Literal     Predictions, Questions, Conclusion	В	В	B	В	B	A
5. Critical Judgments 6. Varying Reading Speed and Method	В	В	В	В	B	A B
7. Features of Reference Materials	A	Α	Α	Α	Ą	Α
Sentence Structure     Organize and Relate Ideas	B	B	В	В	В	A
Sentences and Paragraphs     Language Style and Format	В	В	B	B	B	Ā
5. Conceive Ideas	B	В	В	B	B	Α
7. Restructuring and Rewriting	В	B	B	B	B	A
Speaking. Listening and Viewing 1. Oral Exchange of Ideas	A	Α	۸	Α	A	A
Ask and Answer Questions	A	A	A	A	A	$\frac{4}{3}$
4. Distinguish Relevant from Irrelevant	A	A	A	A	슀	A
6. Verbal and Nonverbal Presentations	Â	A	AB	A B	A B	A
Quantitative Skills 1. Add, Subtract, Multiply and Divide	A	A	_	A	$\overline{}$	_
Use Measurements     Ratios and Proportions	A	A	A	A	A	Ā
4. Spatial Relationships 5. Estimates and Approximations	Â	Â	Α	Â	Α	A
6. Probability and Statistics	В	В	В	В	B	쇠
7. Tables. Charts and Graphs 8. Solve Problems	B A	A	B A	B A	B A	쉸
Reasoning and Problem Solving 1. Inductive and Deductive	Α	Δ	Δ	Δ	Δ	▲
2. Conclusions from Information	A	A	$\frac{A}{A}$	÷	A	A
4. Concepts and Generalizations 5. Cause and Effect Relationships	A	A	A	A	A	Ā
6. Formulate Problems	A	A	A	A	A	A
8. Solutions to Problems	Ā	Â	Ā	Â	Â	Ā
Learning Skills	Â	Â	Â	Â	Â	Â
2. Habits Conducive to Learning	A	Α	A	Δ	A	Α
3. Short and Long Term Projects	A	A		Â	A	A
FRICking!	A	Α	A	Δ	A	۸

UNDERSTANDINGS AND APPLICATIONS The Arts: Creative and "rforming 1. Expressing Emotice"s 2. Appreciate the Arts 3. Art Forms and Style 4. Materials and Tools 5. Language of Each Art Form 6. Aesthetic Qualities Careers and Vocations 1. Positive Attitudes Toward Work 2. Employability Skills 3. Range of Occupations 4. Education and Training 5. Personal Economics 6. Interpersonal Skills Cultures and Languages 1. Common Characteristics 2. Differences Among People 3. Understanding Other Cultures 4. Structure of Language 5. Commonalities and Differences	Y Y Y W C W W W Automotives	>> adamaa Construction	முற்குகை Metals Machining	www Electronics	ww C Graphics	A VICA
1. Expressing Emotices 2. Appreciate the Arts 3. Art Forms and Style 4. Materials and Tools 5. Language of Each Art Form 6. Aesthetic Qualities  Careers and Vocations 1. Positive Attitudes Toward Work 2. Employability Skills 3. Range of Occupations 4. Education and Training 5. Personal Economics 6. Interpersonal Skills  Cultures and Languages 1. Common Characteristics 2. Differences Among People 3. Understanding Other Cultures 4. Structure of Language	B B B D B A A	B B D B ▲	<b>西西西</b>	B B	B B	В
1. Positive Attitudes Toward Work 2. Employability Skills 3. Range of Occupations 4. Education and Training 5. Personal Economics 6. Interpersonal Skills Cultures and Languages 1. Common Characteristics 2. Differences Among People 3. Understanding Other Cultures 4. Structure of Languages	A A A	_		DB	B D B	A D B
Cultures and Languages 1. Common Characteristics 2. Differences Among People 3. Understanding Other Cultures 4. Structure of Language		A A A	<b>~</b> ~ ~ ~ ~ ~	A A A A	A A A A	A A A A
6. Foreign Language	A A B D D	C			A A B D D D	^
History and Social Sciences  1. Connecticut, U.S. and World 2. U.S. History and Government 3. Economics 4. Political and Economic System 5. Disciplines of History 6. World Geography 7. Critical Thinking 8. Pluralistic Society	B B A B D C B	B A B D C B B		B B A B D C B B	B B A D C B	B A A C B A B
9. Mutual Dependence Literature 1. Human Experiences 2. Essential Elements 3. Literary Masterpieces 4. Symbolism, Allegory and Myth 5. Literary Themes 6. Literary Works						
7. Reading as Lifelong Pursuit Mathematics 1 Expressing Quantifiable Ideas 2. Problem Solving 3 Consumer and Job-related Tasks 4. Tools for Solving Problems 5 Physical and Social Phenor_ena 6 Using Numbers	A A A A A A A	A A A A A	A A A A A	B A A A A A	B A A A A	A A A A A
7 Algebraic and Geometric Concepts 8 Statistical Concepts Physical Development and Health 1. Growth and Development 2. Physical Fitness 3. Scientific Principals 4. Social Development 5. Elements of Nutrition	B D A D	A C B D A D	A C B D A D	AC BDADA	<b>40 BD4D4</b>	A A B B A
6. Healthy Environment Science and Technology 1. Basic Principles of the Science 2 Natural Resources 3. Solving Problems 4. Natural Phenomena 5 Laboratory Measuring 6. Emerging Technologies 7. Potential and Limitations	A A A B A	A A B A A	A A A	A A A B	A A A B	A A A A

# Vocational Education and the Common Core of Learning VOCATIONAL EDUCATION IN AGRICULTURE

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See pages for the full text of each element listed in abbreviated form below.	CO	UR:	SE O	FFE	RIN	GS
RATING SCALE  A Element should be given a major focus			ę;	£	Mg.	
B Element should be given a moderate focus C Element should be given a minor focus	ence	ç	W I	Sour		
D Element not traditionally a focus	Anima: Science	Plant Science	Agricultural Mech	Natural Resources	Business	ı
ATTRIBUTES AND ATTITUI	fms	nt S	ricu	tura	J. B	<
ATTRIBUTES AND ATTITUI S Positive Self-Concept	٧	2	4	Z,	Agri.	FFA
Worth and Self-esteem     Personal Effectiveness	A	A	A	A	A	A
3. Understanding Strengths and Weaknesses	Â	Â			Â	À
Motivation and Persistence 1. Pride of Accomplishment	A	A	A	A	A	٨
2. Desire to Succeed 3. Tasks and Ambitions	A	Á	A	A	Α	A
Responsibility and Self-Reliance						
I. Identify Needs and Set Goals     Responsibility for Actions	A	A		A	A	$\frac{A}{A}$
3. Dependability	AB	A	A B	A	AB	AB
Intellectual Curiosity		Ā		Ā	Ā	П
Questioning Attitude	A B	В		В	В	A
3. Lifelong Learning	A	<b>A</b>	A	Α	A	В
Productive Relationships     Concerns and Customs of Others	B	B		В	B	A
3. Reach Group Decisions	В	A	Α	Α	Ų	Α
4. Roles and Responsibilities	C	C	Ċ	J	٥	A
Belonging to a Group     Quality of Life	A C	Ą	A C	Ą	Ą	A
3. Values. Standards and Traditions	C	μ	u	Ы	C	Α
4. Historical and Ethnic Heritage	7	<u>د</u>	C	<u>\</u>	0	4
Moral and Ethical Conduct     Values Affect Choices and Conflicts	B C	B		ВС	B C	AB
3. Moral Judgments and Ethical Decisions	Ċ	Ċ	Ċ	Ċ.	Č	В
						Ì
SKILLS AND COMPETENCIES Reading				,		
1. Main and Subordinate Ideas	Ā	A	A	A	A	Ā
Comparisons. Contrasts. Sequences     Meaning-Inferential. Literal	Ĉ	μ	Ы	A C	C	Ĉ
4. Predictions. Questions. Conclusion 5. Critical Judgments	BB	BB	B	BB	स्र	ВВ
6. Varying Reading Speed and Method	C A	C	C A	C A	C A	CA
Writing	A	A	A	A	A	A
1. Sentence Structure	В	В	В	В	В	В
Sentences and Paragraphs     Language Style and Format	7	C	C	C		BA
5. Conceive Ideas		C	C B	C B	СВ	B
7. Restructuring and Rewriting	B	B	В	B	Ã	Â
Speaking, Listening and Viewing 1. Oral Exchange of Ideas	A	A	A	A	Α	A
2. Ask and Answer Questions	A	A	A	A	A	A
4. Distinguish Relevant from Irrelevant	B	B		B	B	B
5. Comprehend Ideas	C	C	C	C	ч	C
7. Oral Presentations	В	В	В	В	В	A
1. Add. Subtract. Multiply and Divide	A	A	A	A	A	A
3. Ratios and Proportions	A	A	A	A	A	Ą
4. Spatial Relationships	Α	A	C	Α	Α	В
6. Probability and Statistics	B	C A	C A	C A	Α	D A
8. Solve Problems Reasoning and Problem Solving	A	A	Α	Α	Α	В
1. Inductive and Deductive	A	A	A	A	A	A
Conclusions from Information     Predictions and Hypotheses	B	В	В	В	В	В
4. Concepts and Generalizations	A	A	A	A	A	A
6. Formulate Problems	A	A	A	A	A	A
8. Solutions to Problems	A	Α	A	Α	A	A
9. Creative Thinking Skills Learning Skills	^	A .	Г	A .	Г	П
Goals and Priorities     Habits Conducive to Learning	A	A		A	A	A
3. Short and Long Term Projects	Ā	A	Α	Α	À	Α
S aking	A	Α		Α	A	A

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UNDERSTANDINGS AND APPLICATIONS The Arts: Creative and Performing	Animal Science	Agricultural Mech.	Natural Resources	Agri. Burinere Mg.	FFA
1. Expressing Emotions	वि	BD	D	D	<b>c</b>
2. Appreciate the Arts 3. Art Forms and Style 4. Materials and Tools 5. Language of Each Art Form 6. Aesthetic Qualities  Careers and Vocations		C D C D C D C D	चलचलच	طمطما	0000
1. Positive Attitudes Toward Work		A A		A	A
2. Employability Skills 3. Range of Occupations 4. Education and Training 5. Personal Economics 6. Interpersonal Skills Cultures and Languages	<u>^</u>	. A A A A A A A	A A A	A A A A	A A A A
1. Common Characteristics		clc	c	c	В
2. Differences Among People 3. Understanding Other Cultures 4. Structure of Language 5. Commonalities and Differences 6. Foreign Language History and Social Sciences	С Д Д		90000	UUDD D	B C D D D
Connecticut, U.S. and World     U.S. History and Government     Economics     Polytical and Economic System	D B	C C B B C C	O B C		C B B D
5. Disciplines of History 6. World Geography 7. Critical Thinking 8. Pluralistic Society	C D		0000	C	ם ס ט ט ט
9. Mutual Dependence	С	СС	C	В	B
Human Experiences     Essential Elements     Literary Masterpieces	D	D D D D	<u>Б</u>	D	
4. Symbolism. Allegory and Myth 5. Literary Themes 6. Literary Works	D		ननन		D D
7. Reading as Lifelong Pursuit		cc	ć	Ĉ	č
Mathematics 1. Expressing Quantifiable Ideas		çç	ç	ç	D
2. Problem Solving		C C	СВ		D
Consumer and Job-related Tasks		BB	В		ы
5. Physical and Social Phenomena		ĎĎ	Ď		Ď
6 Using Numbers		CC	C	CD	S
7. Algebraic and Geometric Concepts		cl c	c		Ы
Physical Development and Health 1. Growth and Development		D D		D-	
2. Physical Fitness		D D		D	
3. Scientific Principals 4. Social Development		бБ		Ы	
5. Elements of Nutrition 6. Healthy Environment	D	D D A A	Ď A	D A	
Science and Technology 1. Basic Principles of the Science	В	cc	В	ъΪ	D
2. Natural Resources	A	A A	Α	cl	c
3. Solving Problems	B		B		Ð.
4. Natural Phenomena		BB		밁	
6. Emerging Technologies	В	B B C C	B	В	B

14

#### THE COMMON CORE

#### ATTRIBUTES AND ATTITUDES

A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.

The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.

#### Positive Self-Concept

As part of education in grades K-12, each student should be able to 1. appreciate his, her worth as a unique and capable individual and exhibit self-esteem,

2. develop a sense of personal effectiveness and a belief in his, her

ability to shape his her future;

3. develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

#### Motivation and Persistence

As part of education in grades K-12, each student should be able to:

1. experience the pride of accomplishment that results from hard

work and persistence;

2. act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;

3. strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambidions.

#### Reponsibility and Self-Reliance

As part of education in grades K 12, each student should be able to 1. assume the primary responsibility for identifying his her needs

and setting reasonable goals;

- 2. initiate actions and assume responsibility for the consequences of those actions:
- 3. demonstrate dependability;
- 4. demonstrate self-control.

#### Intellectual Curiosity

As part of education in grades K-12, each student should be able to: I. demonstrate a questioning attitude, open-mindedness and

2. demonstrate independence of thought necessary for leadership and creativity;

3. pursue lifelong learning.

#### Interpersonal Relations

As part of education in grades K-12, each student should be able to:

- 1. develop productive and satisfying relationships with others based upon mutual respect;
- 2. develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others,

participate actively in reaching group decisions;

appreciate the roles and responsibilities of parents, children and imilies.

#### Sense of Community

As part of education in grades K-12, each student should be able to:

1. develop a sense of belonging to a group larger than friends,

family and coworkers:

2. develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;

3. examine and assess the values, standards and traditions of the

community:

4. understand and appreciate his, her own historical as I ethnic heritage as well as that of others represented within the larger community.

#### Moral and Ethical Values

As part of education in grades K-12, each student should be able to:

1. recognize the necessity for moral and ethical conduct in a society;

2. recognize that values affect choices and conflicts;

3. develop personal criteria for making informed moral judgments and ethical decisions.

#### SKILLS AND COMPETENCIES

All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.

#### Reading

As a result of education in grades K-12, each student should be able

1. identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words:

2. identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;

3. recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;

4. set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading.

5. make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;

6. vary his/her reading speed and method based on the type of

material and the purpose for reading;

7. use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles. index, glossary, appendix and bibliography.

#### Writing

As a result of education in grades K-12, each student should be able

1. write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;

2. select, organize and relate ideas and develop them in coherent paragraphs;

3. organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types:

4. use varying language, information, style and format appropriate to the purpose and the selected audience;

5: conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;

 gather information from primary and secondary sources, write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;

7. improve his or her own writing by restructuring, correcting

errors and rewriting.

#### Speaking, Listening and Viewing

As a result of education in grades K-12, each student should be able to:

- 1. engage critically and constructively in an oral exchange of ideas;
- 2. ask and answer questions correctly and concisely;
- understand spoken instructions and give spoken instructions to others:
- 4. distinguish relevant from irrelevant information and the intent from the details of an oral message;
- identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

#### Quantitative Skills

As a result of education in grades K-12, each student should be able to:

- add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
- make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- 3. use ratios, proportions and percents, powers and roots;
- understand spatial relationships and the basic concepts of geometry;
- make estimates and approximations, and judge the reasonableness of results;
- 6. understand the basic concepts of probability and statistics;
- organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- 8. formulate and solve problems in mathematical terms.

#### Reasoning and Problem Solving

As a result of education in grades K-12, each student should be able to:

- recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view.
- draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- 3. formulate and test predictions and hypotheses based on appropriate data;
- 4. comprehend, develop and use concepts and generalizations,
- 5. identify cause and effect relationships,
- 6. identify and formulate problems;
- gather, analyze, synthesize and evaluate information pertinent to the problem;
- develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
- use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

#### Learning Skills

As a result of education in grades K-12, each student should be able

 set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;

- determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
- follow a schedule that accounts for both short and long term project accomplishment;
- locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
- read or listen to specific information and take effective and efficient notes.

#### UNDERSTANDINGS AND APPLICATIONS

Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.

These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the inter-relationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.

#### The Arts: Creative and Performing

As a result of education in grades K-12, each student should be able

- express his 'her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
- appreciate the importance of the arts in expressing and illuminating human experiences;
- understand that personal beliefs and societal values influence art forms and styles;
- identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
- use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
- identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

#### Careers and Vocations

As a result of education in grades K-12, each student should be able to:

- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
- consider the range of occupations that will be personally satisfy ing and suitable to his/her skills, interests and aptitudes;
- identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
- understand personal economics and its relationship to skills required for employment, promotion and financial independence;
- exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).



#### Cultures and Languages

- As a result of education in grades K-12, each student should be able to:
  - recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
  - respect differences among people and recognize the pluralistic nature of United States society;
  - demonstrate an understanding of other cultures and their roles in international affairs;
  - 4. analyze the structure of spoken and written language;
  - recognize the commonalities and the differences that exist in the structure of languages;
  - understand and communicate in at least one language in addition to English.

#### History and Social Sciences

As a result of education in grades K-12, each student should be able to:

- recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
- demonstrate a knowledge of United States history and government and understand the duties, reponsibilities and rights of United States citizenship;
- 3. understand the basic concepts of economics;
- analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
- apply major concepts drawn from the disciplines of history and the social sciences—anthropology, economics, geography, law and government, philosophy. political science, psychology and sociology—to hypothetical and real situations;
- 6. demonstrate basic knowledge of world geography;
- apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
- 8. understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society.
- appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

#### Literature

As a result of education in grades k-12, each student should be able

- understand that literature reflects and illuminates human experiences, motives, conflicts and values;
- understand the essential elements of poetry, drama, fiction and nonfiction;
- understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies:
- recognize symbolism, allegory and myth;
- 5. identify literary themes and their implications;
- 6. evaluate selected literary works and support each evaluation;
- 7. enjoy reading as a lifelong pursuit.

#### Mathematics

As a result of education in grades K-12, each student should be able to:

- understand that mathematics is a means of expressing quantifiable ideas;
- 2. apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems:
- use mathematical skills and techniques to complete consumer and job-related tasks;
- select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;

- use mathematical operations in describing and analyzing physical and social phenomena;
- demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding:
- apply basic algebraic and geometric concepts to representing. analyzing and solving problems;
- 8. use basic statistical concepts to draw conclusions from data.

#### Physical Development and Health

As a result of education in grades K-12, each student should be able to:

- understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness:
- plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
- 3. understand the basic scientific principles which apply to human movement and physical activities;
- 4. understand the role physical activities play in psychological and social development;
- understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
- recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills.

#### Science and Technology

As a result of education in grades K-12, each student should be able to:

- 1. understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science,
- 2. understand the implications of limited natural resources, the study of ecology and the need for conservation,
- identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them—the gathering of data. presenting them in appropriate formats, and drawing inferences based upon the results;
- use observation and analysis of similarities and differences in the study of natural phenomena;
- demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
- understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
- recognize the potential and the limitations of science and technology in solving societal problems.



12

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18